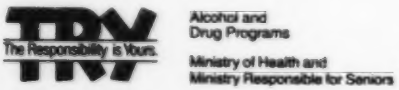
BY PARENTS *FOR* PARENTS

WORKING TOGETHER FOR HEALTHY FAMILIES

FACILITATOR'S GUIDE

Developed for:



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Canadian Cataloguing in Publication Data
Mangham, Colin R. (Colin Richard), 1950 -
By parents for parents

Written by Colin R. Mangham. Cf. Title page
To be used with a videotape by the same title. Cf. Intro.
ISBN 0-7718-9125-3

1. Parenting. 2. Youth - Alcohol use - Prevention. 3. Youth - Drug use - Prevention. I. British Columbia. Alcohol and Drug Programs II. Alcohol-Drug Education Service (Vancouver, B.C.) III. Title.

HV5824.Y68M36 1991 646.7'8 C91-092333-7

92-05613/

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INTRODUCTION

This guide is designed to help groups of parents use the *By Parents for Parents* program. It accompanies the videotape by the same title, which provides vignettes on parenting situations for open discussion by parents. Through such discussions, *By Parents for Parents* should provide a useful resource for reinforcing positive qualities in families, which in turn will help prevent problems such as alcohol or other drug abuse. Since the intent of the program is for parents to discuss the vignettes and to come up with their own answers, rather than to learn a predetermined set of skills, *By Parents for Parents* is particularly flexible and easy to use.

This guide suggests ways to use *By Parents for Parents*, provides outlines for sessions, and lists additional resources available to parents.

WHO IS *BY PARENTS FOR PARENTS* FOR?

By Parents for Parents is for all parents who are interested in improving family communication, reducing stress and conflict in the family, finding new ways to deal with common parenting issues—or who just want to improve the atmosphere in their homes. It is a program designed primarily to help strengthen families and is a preventive resource, rather than a tool for treating serious family problems.

The program is designed for parents who have children of any age group. In fact, where *By Parents for Parents* is used with groups, parents who have children of differing ages add to the variety and quality of discussion and sharing.

WHY *BY PARENTS FOR PARENTS?*

Healthy families form the basis of a healthy society. When it comes to preventing problems like alcohol and other drug abuse, the most positive approach is to help reinforce and strengthen families. *By Parents for Parents* is intended to provide a forum for discussion in which parents generate their own strategies for dealing with parenting issues. The goals of *By Parents for Parents* are to increase parents' sense of their own value, to reduce family stress, and to reinforce positive family dynamics. By fostering healthy family relationships and communication, the program should contribute to the building of positive qualities, thereby reducing the risks of alcohol and other drug use among youth as a means of escape, to gain acceptance, or simply because it seems like "the thing to do." Above all, *By Parents for Parents* seeks to affirm the worth of parents and parenting.

APPROACH

By Parents for Parents is a unique and innovative program. Rather than learn a particular set of skills determined by someone else, parents themselves examine common parenting dilemmas, and through discussion, listening, and sharing with other parents, come up with their own solutions. *By Parents for Parents* is based on the idea that parents themselves know their children best and have within themselves the answers to dealing with parenting issues. Given the chance to consider specific parenting situations, to hear other parents, and to share ideas, they can identify for themselves creative and effective ways of fostering such qualities as responsibility, self-esteem and trust within their children, and can deal more effectively with parent-child conflicts.

This parent-centered approach has several advantages. The strategies parents generate themselves are more likely to fit their own family situations. Also, when parents come up with their own strategies they are more likely to use them. In addition, because the *By Parents for Parents* program doesn't teach specific skills, it can be led by participating parents themselves, lessening the need for facilitator training and control of implementation. All of these things result in an empowering program which recognizes parents' own intuition and ideas while moving away from a dependency on parenting "experts".

PROGRAM CONTENT

The program uses a videotape, *By Parents for Parents*, to focus on common themes in parenting. These underlying themes have been generated through discussion with a variety of groups of parents around British Columbia. The themes all relate to a central theme of communication and include:

- developing self-esteem
- having reasonable expectations
- handling conflict
- developing a sense of responsibility

Other topic areas also come out of the videotape, including thinking before we act, creating family time, maintaining values and traditions, and keeping a sense of humour. These implicit themes and topic areas reoccur naturally and informally throughout the videotape and activities in this guide.

The *By Parents for Parents* videotape uses five short, open-ended vignettes, each showing a common parenting dilemma, to stimulate discussion among parents. Each vignette is followed by on-screen responses by a number of real parents giving their own opinions as to how they might handle situations such as that in the vignette. The videotape can be viewed in its entirety as a "stand alone" resource, or can be split up, with each vignette being discussed separately by parents viewing the video.

The situations in the vignettes are intended to promote discussion around the general themes of parenting mentioned earlier. Parents will have many ideas as to how the specific situations could be handled. What is important is that through this discussion parents can strengthen their own repertoire of parenting strategies. The situations in the vignettes incorporate a cross section of the kinds of dilemmas parents face and the opportunities parents have to strengthen such things as their children's sense of self-worth and responsibility, while reducing family conflict and stresses.

The videotaped parent responses after each vignette are included to promote discussion and debate among parents and not to suggest any particular preferred parenting strategy. Parents watching the videotape may agree or disagree with the taped responses, and seeing them will add to the discussion and sharing which is so important in the program.

Vignette One, a 15-year old daughter comes home late after being given a curfew.

In Vignette Two, a 12-year old boy leaves with a friend without finishing a chore he was assigned to do by his parent.

In Vignette Three, a 14-year old boy announces to his parent that he is going to get his ears pierced.

In Vignette Four, a parent overhears her daughter talking about buying alcohol for a party.

In Vignette Five, a parent leaving for work discovers her daughter sitting on the porch feeling sad and needing to talk about it.

WAYS TO USE *BY PARENTS FOR PARENTS*

This guide provides exercises and activities to aid groups of parents in using *By Parents for Parents*. They are laid out separately for each vignette and are most useful where a group, led by a facilitator, meets on several occasions. In this case one vignette might be discussed per meeting. A suggested session format is provided on page 9.

However, *By Parents for Parents* is intended as a flexible resource which can be used in a variety of ways. While some parents will participate in a series of structured sessions, experience tells us that getting parents to come to multiple sessions can prove very difficult. Parents are busy people, and many conflicts can interfere with their continued participation. In order to reach broader numbers of parents, several alternative ways to use the program are suggested:

1. *With a small group of parents meeting in a home.* Often these parents know each other well and are fairly comfortable in an informal setting together. The video can be shown as a whole or broken up by vignette as desired.

2. *In a single session with a group of parents.* School, church or other groups with limited time can show and discuss the videotape. Perhaps the group can be divided up, with each small group taking one of the vignettes. Activities can be chosen from those in this guide, or others used as desired.

3. *As a resource to another program.* Many skill-based parent education programs are in use in Canada. The *By Parents for Parents* videotape, shown and discussed in conjunction with these programs, can provide a useful springboard for discussing important topics.

4. *Among parents in a workplace.* In most workplaces, many if not most employees are also parents. These fellow employees often already know each other. *By Parents for Parents* could be used as a forum for lunch hour discussions. *By Parents for Parents* can be a positive addition to a workplace wellness program.

5. *By parents at home, using the program alone.* The videotape is designed to be beneficial even when viewed by parents at home, because it stimulates consideration of the issues raised. Parents will identify naturally with the vignette situations and the videotaped parent responses will provoke thought.

Local task forces, agencies, or parent groups can coordinate the use of *By Parents for Parents* in these ways, and will likely think of other ways the program can be used.

A reproducible flyer to advertise the program within the community is included on page 17. A poster has been developed as well and is available to promote the program. Copies should be available with this guide.

GETTING STARTED

If *By Parents for Parents* is to be used with formal groups, one or more persons will need to organize the group and lead the discussion. This facilitator (person leading the discussions) needs no special skills other than those normally required to lead a group. Such skills include the ability to lead discussions, as well as understanding, empathy, and experience with the issues faced by parents. Openness to parents' ideas, and sensitivity and acceptance toward differences in parenting styles are also important.

The following are some things to consider in setting up *By Parents for Parents* groups.

Decide on the way the program will be used. Will it be used in one session? Two? Five or more? This will affect the approach taken and the amount of time spent on each vignette.

Decide on a group size. This will also affect discussion. Large groups can view the video, but opportunity for discussion and interaction is limited. About 10–20 parents may be best for discussion and sharing. Smaller groups are more informal and may work best if the parents know each other fairly well.

Advertise the program. If a group of parents is already meeting together this should be easy. But there may be many parents in the community who would participate if they knew about the program. The reproducible flyer on page 17 can be distributed in the community and used to advertise *By Parents for Parents*. A poster promoting the program is also available with this facilitator's guide.

Explain the purpose of the program clearly from the start. By Parents for Parents does not teach specific parenting skills. Parents themselves develop the answers. While this focus on the parent as the "expert" may take some getting used to for some individuals, it makes the program more interesting and empowering. Also, parents should be told beforehand that the program is a resource for families to improve communication, relationships, and sense of parental effectiveness while helping reduce stress and conflict. It is not a treatment program dealing with serious emotional or behavioural problems.

Preview the videotape. Become familiar with the videotape so that you can anticipate what discussion is likely to occur, and can refer the group to statements or scenes in the video where needed.

Encourage a sense of trust and openness in the group. Spend a bit of time letting the group get to know each other. One helpful thing is to set up a few ground rules at the beginning such as "there are no wrong answers" or "it's okay not to speak". Icebreakers also help—a few ideas for these are in this guide. In time the group will become at ease and communication will become more free and open.

Do preparation and photocopying beforehand. Have needed materials ready and be clear in your mind what you'll be doing with the parents. Set up the videotape equipment beforehand and test it to be sure it is working properly.

Be sensitive to different family needs. Parents in the group will come from a variety of backgrounds and may have different values and ideas about parenting. Parents may differ in level of education. Cultural backgrounds may differ widely. In addition, parents come from a variety of family types, including traditional families, single parent families, and blended families. Experience with parenting, and styles of being a parent, will be diverse. The ages of children will also vary. All of these things add to the flavor of the group, but sensitivity to these differences will avoid needless embarrassment. One good thing about *By Parents for Parents* is that it does not try to promote any one view on parenting. Instead parents generate parenting strategies based on their own values and ideals, and which fit their own family situations. When it comes down to it, most parents share many of the same concerns, feelings, and desires for their families regardless of background.

Use a variety of ways to discuss the vignettes. The next section lists a number of activities which can be used to discuss each vignette. These activities help stimulate interest, and discussion. Varying the activities stimulates interest and keeps the group looking forward to more.

SUGGESTED SESSION FORMAT

If *By Parents for Parents* is being used with a formal group, then a session format such as the following might be followed. If not, activities can simply be chosen as desired to facilitate discussion.

1. *Welcoming the Parents*
   Introduce the program at the first session by explaining a little about the program, how the video is laid out, and that the focus of *By Parents for Parents* is on parents themselves discussing the issues and offering solutions.

   In the first session and as needed, use an icebreaker activity to help the parents feel at ease and learn one another's names.

   At each additional session, review the last session topic and ask parents to share any experiences during the week where they used the ideas raised in the last session.

2. *Viewing the Vignettes*
   One way to use the videotape is to show it in its entirety the first session, then discuss each vignette separately by viewing each in turn over a number of sessions. Point out to the parents that while the vignettes deal with specific situations, each raises several broad parenting issues.

   Play the vignette to be discussed, including the parents' reactions which follow the vignette.

3. *Using the Activities to Promote Discussion*
   Let the parents react initially to the parents' comments in the video, then move into one or more of the activities suggested for the vignette in this guide. These will help provide structure for a thorough discussion of the issues.

4. *Providing Closure*
   Bring the parents together and thank them for their participation. This is the time to summarize the discussion and to encourage parents to look for situations at home similar to those in the vignettes. The handout sheet on page 16 will help this process. At the last session, discuss with the parents whether they would like to continue meeting, and if so, how this might be arranged.

ACTIVITIES FOR GROUPS USING *BY PARENTS FOR PARENTS*

This section provides activities for using the *By Parents for Parents* program with groups. Icebreaker activities are suggested, and a variety of activities and exercises are offered for discussing each vignette. The choice and number of activities used will depend on how much time the group has.

ICEBREAKERS

Icebreakers help parents feel more at ease as a group, and to learn one another's names. The following are a few activities which can be used:

1. *Introductions.* Have parents interview each other in pairs, each partner finding out the other's name, number and ages of children, and one reason they are interested in participating in *By Parents for Parents*. Afterward let the parents introduce their partners to the larger group. Split up couples for this activity.

2. *Scavenger Hunt.* Write down on a flip-chart or on a blackboard several things for parents to look for among others in the room, such as "someone who has green eyes", "someone who has more than three children", "someone who has lived in Europe", and so forth. Have the participants mingle, trying to find people in the group who fit each statement. Pencils and paper are needed for this activity.

3. *Childhood experiences.* Have half of the participants think back to when they were 9 or 10 years old, and half to when they were about 16. Have each parent identify one feeling he or she remembers experiencing when they were that age (e.g. awkwardness, shyness, happiness, self-consciousness). Then have each participant introduce himself or herself, give his or her name, and identify the remembered feeling. Note and compare the differences in response at different ages of childhood. This is a good introductory activity for discussions on parenting.

VIGNETTE ONE

The first vignette—about a daughter coming home late after a curfew is given—involves several issues, such as dealing with conflict, thinking before we act, and teaching responsibility and accountability.

Activity #1.
Let the group brainstorm the emotions that parents are likely to feel in a situation like the one shown in this vignette. Let the group debate which ones are most or least useful to the parent in handling the situation. Put the ideas on a flip-chart paper and display them. This activity could lead directly into activity #2.

Activity #2.
Divide the parents into small groups of 3 to 5. Have the parents consider how they would feel in the situation, and how they might handle it. As with the other vignettes, this might include a discussion of whether or not they agree or disagree with the various videotaped parent responses. Give the groups time to discuss the issues, then bring them back together to report and to discuss their ideas as a large group.

Activity #3.
A number of the parents in the videotape mention family rules. Let the parents share some of their family rules and how these are enforced. Ask whether these could be applied to the situation in the vignette.

Activity #4.
If the group is going to be meeting on an ongoing basis, construct and bring a suggestion box. Let parents put on slips of paper their own vignettes or family dilemmas and put them in the box without writing their names on them. From time to time throughout the sessions, draw out one and discuss it as a group.

Activity #5.
As with the other vignettes, distribute copies of the sheet on page 16. The sheet asks parents to look for situations at home similar to the one in the vignette, and to note how they handled them and whether or not they used ideas from the group discussion. If the group will be meeting again, take a few minutes to let parents report on their experiences since the previous session.

I've discovered that communication is two things: talking and listening. And sometimes I think listening is more important than talking.

VIGNETTE TWO

This vignette is another common family situation, involving a child's failure to complete an assigned task—washing the dishes. Situations like this may seem small, but often create a lot of frustration and stress. The issue of learning responsibility is an important part of growing up.

Being a parent may be tough at times—but there is no job more worth doing.

Activity #1.
The parents in the video show different views of how parents might deal with the situation. Some would be very strict with the child, others think it is no big deal, and still others are less certain about what to do. Make four signs up, one for each of the following ways parents could deal with the situation: 1) "come down fairly hard", 2) "find a happy medium", 3) "let it go", 4) "unsure what to do." Place one sign at each of the four corners of the room. Ask parents to go to the corner which best represents what they would do. Let parents share why they chose as they did.

Activity #2.
Divide the parents into groups of 3 to 5 and let them discuss how they would feel in the situation in the vignette and how they would handle it. Bring the groups back together and let them report on their discussion. See if any of the groups arrived at a common agreement among themselves as to how the situation should be handled.

Activity #3.
Brainstorm with the parents to list situations where children's performance and parents' expectations may clash. (Some examples: grades at school, dress, bedroom neatness.) Discuss as a group which situations create the most stress and concern. Ask how parents in the group might deal with these situations.

Activity #4.
As with the other vignettes, distribute copies of the sheet on page 16. The sheet asks parents to look for situations at home similar to the one in the vignette, and to note how they handled them and whether or not they used ideas from the group discussion. If the group will be meeting again, take a few minutes to let parents report on their experiences since the previous session.

VIGNETTE THREE

The particular situation in this vignette—a teenage boy announcing that he is going to get his ears pierced—may not seem important to some parents, while to others it may. The underlying principle is what is important—what do we as parents do if a child does something which seems to clash with our own values? Try to get the parents to think of situations—perhaps different than that in the vignette—in which they would feel a conflict between their values and their child's behaviour. The vignette involves not only the idea of values, but also of handling conflict and keeping a sense of humour.

What I find hard is realizing that my child is growing up and I have less control and influence over him.

Activity #1.
Divide the parents into pairs. Have them role play the vignette situation or one like it, one playing the parent and the other the teenager. Have the parent be against ear piercing and the teen for it. After a few minutes have the partners switch roles, the parent becoming the teen and vice versa. Bring the groups together and ask how it felt to switch roles, whether they resolved the situation, and if so, how.

Activity #2.
Have the group think of some serious parental responses to the situation in the vignette, then responses using humour. Contrast these responses, debating in what situations a sense of humour is appropriate. The idea is not to suggest that humour is the best response in all situations. A sense of humour however, often changes the way the situation is seen by the parent, child, or both.

Activity #3.
Have the parents stand. Create a range of possible responses by saying: "In a situation like the one in this vignette, if you would feel tense and take a strong stand, go to the left side of the room; if you would feel that it is no big deal what a child does in a situation like this, go to the other side of the room; and if you feel you would be moderate in your response, stand in the middle of the room". Have the parents move to the position of their choice, and then let some parents share why they chose as they did.

Activity #4.
As with the other vignettes, distribute copies of the sheet on page 16. The sheet asks parents to look for situations at home similar to the one in the vignette, and to note how they handled it and whether or not they used ideas from the group discussion. If the group will be meeting again, take a few minutes to let parents report on their experiences since the previous session.

VIGNETTE FOUR

Our kids are not puppets on strings. We can't control all their actions. We can only do our best to influence them, but the last choice is always theirs. Sometimes their choice is going to hurt.

In this vignette the situation—a teenager helping plan a drinking party—is considerably more serious than most of the other vignettes. Situations like this involve a lot of emotions, and it is likely everything the parents discuss in relation to the other vignettes can be applied here. Remember—*By Parents for Parents* is a preventive program. Families having problems with alcohol or other drugs can be referred to one or more of the agencies suggested at the back of this guide. Discussion of this vignette can help parents think about what they would do in a situation like this, and ways they might prevent it.

Activity #1.
Divide the parents into small groups of 3 to 5. Let each group consider the situation in the vignette and discuss 1) how they would feel in the situation, 2) how they would react, and 3) what they think would be the best way to handle the situation. Then, as a large group, list the likely parent reactions in the situation, and discuss the possible results of each. Of course, no one response works in all situations. This is why it is important for parents to think carefully about how they would handle a situation such as this one.

Activity #2.
Have the group brainstorm ways a parent can approach the teen effectively in this situation. Discuss the possible results of each approach. See if the group can come to some consensus on what approaches might be best, although the approach will depend upon the individual parent and child. Role play these approaches, with one or two parents playing the parent(s), and one the teenager.

Activity #3.
You are coming out of a shopping mall, when you see several youths smoking marijuana near a phone booth. What would you do? Would it change the situation if you knew one of them?

A safe grad is being planned at your daughter's or son's high school, where students will be served alcohol—but not allowed to drive afterward. How would you feel about this?

At a party, a family member offers your 12-year old a glass of wine. What would you do?

A young teenager tells you "you drink—why can't I?" How would you answer?

Activity #3.
Let the parents examine their own attitudes about alcohol and other drugs by dividing them into small groups, each taking one of the scenarios listed in the left margin.

After each group has had an opportunity to discuss its scenario, have them report their discussion to the larger group. Ask whether or not there was a range of attitudes in the group. Conclude by pointing out that, as parents, our own attitudes toward alcohol and other drugs will determine how we respond to our children.

Activity #4.
Have a competent speaker who works in the addictions field speak to the group about the vignette situation, youthful drinking and drug use in general, and what resources are available in the community. It will be helpful if your speaker can preview the vignette first.

Activity #5.
As with the other vignettes, distribute copies of the sheet on page 16. The sheet asks parents to look for situations at home similar to the one in the vignette, and to note how they handled them and whether or not they used ideas from the group discussion. If the group will be meeting again, take a few minutes to let parents report on their experiences since the previous session.

VIGNETTE FIVE

This vignette deals with two distinct topics: 1) self-esteem and 2) finding time to spend as a family. The child in the vignette may suffer from low self-esteem. The parent is torn between work and family demands. Therefore some of the activities deal with self-esteem, others with finding time to be together as parents and children.

As parents, the best thing we can do, in terms of self-esteem, is to have it for ourselves.

Activity #1.
Ask the parents in small groups or as a whole to think back to when they were teenagers and to think about times when they felt like the girl in the vignette. What things might cause teens to feel that they are worthless or that no one likes them? What are some of the things a parent can do in such a situation?

Activity #2.
Communicating can be tough in situations like the one in this vignette, even if the parent has time right away to stop and talk. In pairs, let the parents practise talking through a situation like this, with one playing a teen feeling like the girl in the video, and the other playing the parent. Switch roles after 3 or 4 minutes. Did the parents get some idea as to what they might say or do? List the various ideas.

Activity #3.
Let small groups discuss ways parents can help their children to have good self-esteem. Have the groups put their ideas on flip-chart paper, and as a large group compare the ideas generated.

Activity #4.
Finding time to do things and be together as a family can be very hard. Let the parents suggest activities they do together as families and ways they find time to do so. These suggestions can be very simple or complex, easy or difficult. Create a list of all the ideas the group comes up with. Let the parents debate whether they agree or disagree with the various responses on this topic by the videotaped parents.

Activity #5.
A parent in a situation like this one would likely feel torn. The videotaped parent responses certainly reflect this. Let the parents, in large or small groups, discuss how they might deal with their feelings and handle the situation.

Activity #6.
As with the other vignettes, distribute copies of the sheet on page 16. The sheet asks parents to look for situations at home similar to the one in the vignette, and to note how they handled them and whether or not they used ideas from the group discussion. If the group will be meeting again, take a few minutes to let parents report on their experiences since the previous session.

SHEET FOR HOME USE

During the coming week look for a situation in your family like the one in the vignette.

Describe the situation. _____

_____

_____

_____

_____

How did you handle it? _____

_____

_____

_____

_____

What were the results? _____

_____

_____

_____

_____

What ideas if any did you use from the group discussion? _____

_____

_____

_____

BY PARENTS FOR PARENTS

Hardly anyone would disagree that being a parent and building a strong family is important and rewarding, but it can sure be tough at times!

A new program is now available for parents to come together and share their own ideas about what it means to be a parent and ways to handle parenting issues in a positive way. It is entitled *By Parents for Parents* and has been developed by BC Alcohol and Drug Programs. But *By Parents for Parents* isn't about drugs or drug use, nor is it a treatment program. It's a positive program on parenting for all parents. The unique thing about *By Parents for Parents* is that it doesn't try to give specific answers or skills, but recognizes parents themselves as having the answers. The program uses a videotape which shows vignettes on common situations we can face as parents, such as:

- when children break family rules
- when we try to teach our children responsibility
- when our children seem to challenge our values
- when a child becomes involved with something like alcohol or other drugs
- when we struggle to find time to do things as a family
- when our children have feelings of low self-esteem

Starting with these vignettes, parents viewing the video then discuss the situations and come up with their own solutions to the dilemmas. The videotape also raises many other important parenting issues we can discuss.

By Parents for Parents can help us as parents to feel better about ourselves, because when it comes to our own families, we are the experts.

Come and take part in this exciting and unique program!

Sponsored by:

Date:

Time:

Place:

Number of Sessions:

RESOURCES

In addition to government ministries, scores of agencies provide a wide variety of services for parents and families. Look for these in your local community. The following is a selection of agencies providing province-wide services.

B.C. Council for the Family
#204–2590 Granville Street
Vancouver, B.C.
V6H 3H1
Tel. 1-800-663-5638

Provides information on parent education programs and circulates print and video resources to members.

B.C. Federation of Foster Parents' Associations
24–800 Cassiar Street
Vancouver, B.C.
V5K 4W6
Tel. (604) 660-7696

Provides services to foster parents and information to those interested in becoming foster parents.

B.C. Parents in Crisis
12–250 Willingdon Avenue
Burnaby, B.C.
V5C 5E9
Tel. (604) 299-0521

A voluntary organization providing preventive support groups around B.C. for parents under stress.

Parents Together Program
10496–135th Street
Surrey, B.C.
V3T 4G5
Tel. (604) 588-1621
Parents' Line (604) 588-5432

Sponsored by Boys and Girls Clubs. Provides information, a newsletter, and support groups for parents concerned about the behaviour of their teenagers. Groups are operating in a number of B.C. communities, and more are being formed.

Society for Children and Youth of B.C.
3644 Slocan Street
Vancouver, B.C.
V5H 4N6
Tel. (604) 433-4180

Maintains a full resource center with an outreach program providing print and audio-visual materials to parents around the province.

Parents Concerned about Substance Abuse Issues may contact their local Alcohol and Drug Clinic or Regional Office of Alcohol and Drug Programs. B.C. Alcohol and Drug Programs administers treatment services and coordinates substance abuse prevention efforts through a broad network of agencies.

B.C. Alcohol and Drug Programs (Region 1)
Suite 509–4980 Kingsway
Burnaby, B.C.
V5H 4K7
Tel. (604) 550-6536

B.C. Alcohol and Drug Programs (Region 2)
Suite 302–10090 152nd Avenue
Surrey, B.C.
V3R 8X8
Tel. (604) 660-8971

B.C. Alcohol and Drug Programs (Region 3)
Suite 300–1465 Ellis
Kelowna, B.C.
V1Y 2A3
Tel. (604) 861-7563

B.C. Alcohol and Drug Programs (Region 4)
Suite 390–444 Victoria Street
Prince George, B.C.
V2L 2J7
Tel. (604) 565-6757

B.C. Alcohol and Drug Programs (Region 5)
Suite 610–495 Dunsmuir Street
Nanaimo, B.C.
V9R 2X3
Tel. (604) 755-2311

or

Alcohol-Drug Education Service
Suite 302–96 E. Broadway
Vancouver, B.C.
V5T 1V6
Tel. (604) 874-3466

An independent non-profit society which offers a variety of services including prevention workshops for parents.

FURTHER READING

The following are a few particularly useful books for parents.

Siblings Without Rivalry: How to Help Your Children Live Together So You Can Live Too, by Adele Faber & Alaine Maglish. New York: Avon Books, 1987.

Raising Self-Reliant Children in a Self-Indulgent World, by Stephen Glenn & Jane Nelson. Rocklin, CA: Prima Publishing, 1989.

Winning at Parenting Without Beating Your Children, by Barbara Coloroso. Kids Are Worth It, P.O. Box 621108, Littleton, CO. 80162.

How to Talk So Kids Will Listen and Listen So Kids Will Talk, by Adele Faber & Elaine Maglish. New York: Avon Books, 1982.

The Six Stages of Parenting, by Ellen Galinsky. Toronto: Addison-Wesley Publishers, 1987.

Parents as Preventors™, by Alcohol-Drug Education Service, Suite 302–96 E. Broadway, Vancouver, B.C. V5T 1V6, 1990.